

Initial Teacher Training (ITT) Policy

1 Introduction

As a school our vision statement is 'Learning Together, Achieving Together' this underpins all we do. We are extremely committed to Continuing Professional Development, (CPD) for all of our staff as reflected in our status as an Investor in People School and this extends also to those who are aspiring colleagues. We strive to provide high quality placements for Trainee Teachers to ensure the future of education.

2 Aims and objectives

The aims and objectives of ITT in our school are:

- to provide quality ITT that, in Partnership with Higher Education Institutions, (HEIs) will give trainee teachers the experiences necessary to meet the standards set out by the Secretary of State for Education;
- to create opportunities for our staff to develop through reflecting on teaching strategies and by making them feel valued for their experience;
- to create links with HEIs so staff can access current educational theory and have opportunities for further development/study;

3 Benefits

There are many benefits for all involved including;

- Working with trainees who have new ideas and are enthusiastic and may have different areas of subject expertise, can enrich the work of the teacher.
- Pupils gain additional support and often benefit from extra opportunities.
- Class teachers are given opportunities for professional development through reflecting upon their own practices and analysing what they do.
- Teachers are able to develop their own skills in areas including lesson observation, providing written and oral feedback and target setting.
- Teachers gain appropriate training for supporting and assessing trainees with supply cover paid.
- Payment for trainees is fed into the funding of future CPD opportunities.
- Extra time for teachers to work with individuals, groups or within other areas, e.g. curriculum development.

4 Entitlements

Pupils;

- are entitled to have a suitable curriculum which is planned using the appropriate Schemes of Work and strategies.
- need to have lessons/activities differentiated as necessary for individuals to make it accessible and delivered through a variety of styles.
- are familiar with the school's assertive discipline policy and this needs to be maintained by trainee teachers to ensure consistency.

Trainees;

- will be given access to teaching opportunities in line with HEI requirements.
- will benefit from the support and guidance from all members of staff as and when needed.
- are respected i.e. as colleagues and therefore treated accordingly.
- are entitled to monitoring and feedback as detailed in the HEI requirements.
- will be offered the opportunity to attend extra-curricular events.
- will be invited to attend Parent Evenings when appropriate.
- can arrange to observe or take part in lessons in other classes in order to widen their experience.
- nearing the end of their training, will be offered support in writing job applications and interview techniques.

Class Teachers;

- are ultimately responsible for their class.
- are entitled to direct trainees as they feel appropriate (as long as they do not negate the Entitlements of the Trainee – see above).
- are able to choose which placements of trainees they wish to work with.
- will be supported by the School Professional Tutor as required.
- will be able to access CPD through the credit systems operated by HEI providers.

5 Roles and Responsibilities

Trainees Class Teacher;

- day to day planning, teaching and classroom management.
- ensuring Trainees have opportunities to fulfil HEI requirements, in respect of class commitments.
- giving Trainees information and sharing assessment data to aid differentiation and planning for children with SEN.
- help Trainees to formulate targets for development.
- where Trainees are struggling alert (initially) the SPT.

Resource Base Staff;

- information regarding 'Resource Base Children'.
- guidance with planning and modifying the curriculum as and when necessary.
- daily support, for the child as appropriate.

Subject Leaders/Co-ordinators;

- meet with Trainees who are specialists in their areas.
- monitor and provide written feedback for Trainees teaching specific subjects, e.g. Maths Leader assessing Trainees in the teaching of Numeracy.
- giving Trainees the opportunity to observe a lesson in their own specialist area, e.g. ICT Leader being observed by an ICT specialist when teaching in the computer suite.

School Professional Tutor (SPT);

- liaise between the school and HEIs.
- be contact person for Trainees prior to starting their placement and greet Trainees on their first arrival.
- provide induction, including a tour, basic information and introductions to school staff.
- in the event of a Trainee at risk of failing a placement the SPT will, at the request of the Class Teacher or Trainee, meet with both the Trainee and the Teacher (separately if appropriate) to talk through the perceived issues. The SPT will alert the Visiting Tutor and work with the relevant parties as appropriate.

6 Staff Development

All staff have access to the relevant training offered by the HEI. The School Professional Tutor provides further training as and when requested or required. The SPT is available to support both Class Teachers and Trainees on a day to day basis.

Class Teachers are accustomed to observing their peers and of monitoring their subject areas through the observation of lessons and providing written feedback, this is done alongside the Head Teacher and therefore all staff are being coached in observation and feedback techniques.

Staff have agreed that payment for Trainee placements be used for CPD. The school has a comprehensive policy for Staff Development and encourages all staff to take part in further learning. The Prospecti of local Further and Higher Education Institutions is made available to all staff and relevant courses are identified to meet individual interests and needs as well as being matched to the School Improvement Plan.

7 Quality Assurance

Our aim is to provide a high quality placement for all Trainees. We invite Trainees to comment on their experience formally with the SPT and informally through discussion with Staff. Through observing and working with Trainees, Class Teachers and the SPT will ensure that lessons are well planned and delivered, that childrens' work is marked appropriately and high expectations of work and behaviour is maintained. Where more than one Trainee is placed at one time the SPT may moderate written feedback with class teachers. The SPT, Visiting Tutors and/or Link Tutor will meet as appropriate to ensure that Trainees are being given the opportunities to meet the desired criteria for their particular placement.

Before offering placements the SPT ensures that teachers are aware of the support required by the Trainee Teachers and the expectations of the HEI for different placements prior to completing the request form.

In the event of any member of the Partnership feeling dissatisfied it is important that concerns are expressed as soon as possible to a relevant person, this will probably be the SPT and solutions will be sought immediately. If the SPT is not suitable, then the Head Teacher is also available.

8 Current Arrangements

At Emersons Green Primary School we are in Partnership with the University of West of England and occasionally provide placements for Trainees from Bath Spa University College. All Class Teachers work with Trainees at some time during the school year, some classes may provide more than one placement in different terms.

We also provide placements for those seeking ITT and need to be able to demonstrate that they have spent some time in school prior to starting an ITT course.

9 Monitoring and Review

This policy will be monitored by all using it and reviewed on an annual basis by the SPT in consultation with all involved.

Related Policies

Equal Opportunities
Continuing Professional Development

Written by S Churchill March 2003
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